

EDITORIAL INTRODUCTION

The present issue (vol. 15, No. 1) comprises five articles and two short communications. The articles present data from studies whose subjects included autistic people, totally blind subjects, patients diagnosed with paranoid schizophrenia and subjects with identity problems. Both the short communications consider processes of teaching and learning.

The opening text, entitled *Can the Facilitated Communication Method support autistic people, according to facilitators' opinions?*, is by Anna-Kaisa Sipilä (Tervaväylä School, Oulu) and Kaarina Määttä (University of Lapland, Rovaniemi). The authors focus their attention on the Facilitated Communication Method as one of the augmentative and alternative communication (AAC) techniques aiming to develop the user's communicative competence. The text gives answers to the following questions:

1. What kind of ethical values guide the facilitators' use of the facilitated communication method?
2. How do the facilitators describe the construction of the interactional relationship with the assistees provided by the facilitated communication method?
3. What has to be taken into consideration when practicing the facilitated communication method, according to the facilitators? (see p. 5)

Whereas the first article presents communicative interactions of the facilitators with people who had autistic features or had been diagnosed as affected by ASD (= autism spectrum disorders), the second text in the issue refers to another group of subjects, i.e. congenitally totally blind people. The title of the text, by Katarzyna Jaworska-Biskup from the University of Szczecin, is *The world without sight. A comparative study of concept understanding in Polish congenitally totally blind and sighted children*. The paper presents the data from a test of free associations concerning 25 sample concepts of four categories: colors, natural phenomena, features of living organisms and physical processes. It turned out that the mental lexicon of blind children is very rich and includes visual perceptions, stereotypes, symbolic and emotive associations, metaphors and the incorporation of other senses (p. 43).

The next article, entitled *The level of dogmatism in schizophrenia. A comparative analysis of utterance texts with the use of the Suitbert Ertel Dogmatism Quotient*, was written by Monika Obrębska and Sandra Nowak from the Adam Mickiewicz

University in Poznań. The texts of patients diagnosed with paranoid schizophrenia and healthy individuals were compared. The results demonstrate that the following dimensions were essential to this comparison: a) allness – not allness, b) necessity – possibility, c) certainty – uncertainty and d) exclusion – inclusion (p. 59). The fourth article in this issue, by Elwira Brygoła (John Paul II Catholic University of Lublin), deals with *The threatened identity: An empirical study*. The empirical data shows five pictures of threatened identity: (1) the constructive re-evaluation, (2) the key experience, (3) the stable narrative sequence, (4) the seeking of power and autonomy and (5) the loss of part of oneself. The results of the study show that the coherence of narrative and the coherence of identity is not always retained (p. 78).

The title of the final article, by Dorota Kuncewicz (Academy of Special Education, Warsaw), is *Conflict resolution and relational patterns in the families of origin of women and men*. The subjects answered Conflict Resolution Strategy Questionnaires, Personal Authority in the Family System Questionnaires and The Family of Origin Scale. The author presents two constructive problem-solving strategies in a relationship (i.e. active dialogue and passive loyalty) and two destructive strategies (active exit and passive neglect). The network of correlations between conflict resolution strategies and relationship patterns turned out to be more complex for women than for men.

The issue ends with two short communications: a brief article and a book review. The first communication, entitled *eLearning in EFL: Problems and solutions*, by Fahad Alqurashi (Umm Al-Qura University), shows problems in teaching English as a foreign language when various types of technology-based instruction are employed. Three EFL specialists from Saudi Arabia were interviewed and their insights on solving those problems are presented. The second communication focuses on the significance of teachers' education from a practice-based perspective. The author, Amin Karimnia (Islamic Azad University, Fasa Branch), presents a new book, entitled *Practice-Based Learning: Developing Excellence in Teaching*, edited by Reeves and Fox (2008).

Barbara Bokus